

R-controlled Syllables: /ar/ spelled ar

Objectives: TLW develop a definition of what an r-controlled syllable is. TLW locate the /ar/ sound in words. TLW read words with the /ar/ spelled ar.

Warm-Up: Duck lip/count the # of syllables in words (use words that have r-controlled syllables in them). Then, briefly review/list syllable types learned thus far.

Procedures:

1. Introduce r-controlled syllables. Stress that the vowel in this syllable type is neither long nor short; the r is “bossy” and controls the sound. State that some r-controlled vowel sounds are /ar/, /er/, /or/. State that our focus today are words with /ar/.
2. Do a phonemic awareness activity where students locate the /ar/ sound.
3. Write ar on the board. Explain that these are the letters that give us the /ar/ sound.
4. Practice reading the list of “Words with /ar/ spelled ‘ar’.” *Review previously taught phonics rules/syllable types as they occur.

5. Explain/note for students that there are some exceptions when ar will not say /ar/:

*when a is part of a vowel team Ex: dear

*when a is influenced by magic e Ex: care

*when r is doubled Ex: marry, parrot

*after the letter w Ex: war, warden

*at the end of words (most of the time) Ex:
calendar, caterpillar, dollar, lunar, muscular

6. Practice reading ar words in context (Arthur
and the Jaguar).

7. Review that ar usually says /ar/. Also, review what an r-controlled syllable type is.

*Follow-up with an /or/ spelled or lesson then
/er/ spelled er, ir, ur lessons.